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ABSTRACT

A method of sex-fair performance evaluation is presented which can be used in coeducational secondary school physical education classes. This method tallies specific skill areas associated with athletic activities, disregarding such concepts as student improvement, level of competition, participation, effort, and exact skill measurement. Performance assessment methods for six physical education areas--archery, badminton, gymnastics, softball, swimming, and volleyball--are shown. All students are evaluated with the same criteria for each activity. Skills are scored on a range from 0 to 3, and the total score is incorporated into the department grading system for the unit grade. Examples of the applicability of the evaluation method in four high schools are given, showing alternative criteria and point conversion approaches. Appended to the report are evaluation and grading statements from 3 high school departments of physical education and a list of 13 references. (Authors/FG)

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A PRACTICAL APPROACH TO SEX FAIR PERFORMANCE EVALUATION
IN SECONDARY PHYSICAL EDUCATION

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SP 021 537

Abstract - Practical - Management Approach to Sex Fair Performance, Evaluation

Ann Stevens and Ken McGonagle, Evanston Township High School

Since Title IX has been fully implemented, performance evaluation has become more difficult in many areas due to factors such as size, strength, and speed related to difference of sex.

In this paper a method of sex fair performance evaluation is presented which can be utilized for most activities in any school situation. Six units were selected as being representative of the different types of sport activities: archery, badminton, gymnastics, softball, swimming and volleyball.

All students are evaluated on the same criteria on skills that are important in the performance of that activity. Each skill is scored on a 0 - 3 range. The total score is incorporated into the grading system for the unit grade. The Evanston Township High School grading system was used as an example for the activities. In addition the evaluative procedure was introduced into a variety of grading systems representing three suburban high schools.

Documentation of this approach comes primarily from a review of exemplary physical education programs of other high schools throughout the country, and from the exchange of ideas among department chairpersons of physical education. At this present time there is very little written or practical research in the area of performance evaluation.

We believe the method presented has the potential to work effectively, efficiently, and objectively for the evaluating performance of all secondary students in physical education.

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A PRACTICAL APPROACH TO SEX FAIR PERFORMANCE EVALUATION IN SECNDARY PHYSICAL EDUCATION

Introduction:

The need for the evaluation process is recognized by most physical education teacher; however, the number implementing a fair evaluation of performance is relatively small.

Since Title IX has been fully implemented these past four years evaluation of performance has often been thought to be more difficult because the physiological differences between the male and female. However, we feel it is possible as described in this paper to evaluate a student's performance effectively and fairly based on observable and measureable skills and techniques. For this evaluation it is expected that students will be able to see their development and learn and improve in their performance as well as utilize the evaluation results in determining the grade for the course.

Selection of Criteria:

Activities were selected to represent a variety of areas - aquatics, gymnastics, individual, dual and team sports.

A procedure of evaluation is shown for each activity/ area. For each skill being evaluated there are key words to identify the fundamental points of performance. Additional descriptions should not be necessary as all material should have been covered thoroughly in the class work. In some cases subjective judgment is needed to assign a value and other items can be scored objectively. However, the result is tallied objectively and incorporated into the grading process in an objective manner. In addition, it is possible to give the student a copy of their evaluation so that they can see evidence of their progress and make their work more meaningful.

Skills selected for the examples are those associated with being important in the performance of that particular activity.

Zero to three was chosen for the evaluative point system as it is easy to utilize and is discriminating in classifying performance.

Other skill items can be substituted for those listed or other items added depending on the objectives of the course.

Skills and performance standards selected for evaluation should be drawn from the objectives and goals set for the course. Students are evaluated on their performance by the same criteria without regard for their sex. What is presented here is a method that can work effectively, efficiently and objectively.

Applicability of evaluative approach in a variety of instructional units

The method outlined is an example of sex fair performance evaluation. It is one that can be adapted to fit a variety of situations. It is a way of demonstrating that students can be evaluated in the skills of an activity ignoring those areas commonly associated with sex differences such as strength, speed and size.

The method described is limited to only the evaluation of performance. It does not cover other areas of consideration such as improvement, level of competition, tournament play or what constitutes participation and effort. Nor is it concerned with exact measurement of a skill.

To show the applicability of the sex fair performance evaluation we have selected a variety of six instruction units. We have chosen Evanston Township High School to show how this performance evaluation can be utilized in a high school grading situation.

Sex Fair Grading for Archery

Each area of evaluation is scored from 0 to 3 except scoring which is scored 9, 7, 5, 3, 1.

		Example
Safety	_____	3
Form - Address target	_____	2
Nock arrow	_____	3
Draw	_____	3
Aim	_____	3
Release	_____	2
Scoring on 3 shots (9, 7, 5, 3, 1)	_____	21
Total	_____	<u>37</u>

<u>Points</u>	<u>to</u>	<u>Grade Conversion</u>
36 - 48		A
30 - 35		B
22 - 29		C
15 - 21		D
14 or less		NC (no credit)

*Example as applied to ETHS grading system:

Participation	40%	B
Effort	30%	A
Skill	20%	A
Written Quiz	10%	C
Unit Grade		<u>B+</u>

* See Appendix A for Evanston Grading Policy

Sex Fair Grading for Badminton

Each area of evaluation is scored from 0 to 3.

Serve:		Example
Short - Grip	_____	3
Rackethead	_____	2
Contact point	_____	3
Feet	_____	2
Follow through	_____	3
Long - Grip	_____	3
Rackethead	_____	2
Contact point	_____	3
Feet	_____	2
Follow through	_____	3
Overhead Clear:		
Racket position	_____	2
Body position	_____	2
Contact point	_____	3
Follow through	_____	3
Smash:		
Racket position	_____	3
Body position	_____	3
Contact point	_____	3
Follow through	_____	3
Drop:		
Racket position	_____	3
Body position	_____	3
Contact point	_____	3
Follow through	_____	3
Total Skill Test Points	_____	60

Points to Grade Conversion

65 - 72	A
56 - 64	B
40 - 55	C
25 - 39	D
24 and less	NC (no credit)

Example as applied to ETHS grading system:

Participation	40%	A
Effort	30%	C
Skill	20%	B
Written quiz	10%	A

Unit Grade B+

Sex Fair Grading for Gymnastics

Differences in ability are taken into consideration by choice of routine. Routines range from beginner level one to advanced level ten with tricks within the routine each worth a different number of points.

Example of Balance Beam Routine:

<u>Level 2</u>		<u>Example</u>
Front Support leg cut V seat	1	1
Cast to squat	3	2
Stand (no hands) chasse to end	2	2
$\frac{1}{2}$ turn on toes	2	2
Lunge - circle arms	1	1
Step hop to middle of beam	2	2
Sit and back shoulder roll	3	2
Knee scale & front vault dismount	1	1
Form 0 - 3		2
Total Points		15

Points to Grade Conversion

17 - 18	A
15 - 14	B
13 - 12	C
11 - 9	D
8 or less	NC (no credit)

Average of routines determines skill grade for activity.

This unit differs slightly from the others in that there are maximum point values already assigned to a skill.

Routine Balance Beam - B
 Uneven Parallel Bars - A
 Vaulting - C

Average for Skill Grade B

Example - Sex Fair Grade for Gymnastics as applied to ETHS grading system

Participation	50%	A
Effort	30%	A
Skill	20%	B

Unit Grade A

Sex Fair Grading for Softball

Each test area is scored from 0 to 3 points.

		Example
Fielding:	Feet	1
	Butt	2
	Hands	1
	Eyes	1
Throwing:	Stride	2
	Front Shoulder	2
	Throwing Elbow	1
	Wrist and fingers	2
Hitting:	Stance	1
	Grip	1
	Swing	1
	Eyes and head	2
Base Running:	Break from plate	1
	Running form	1
	Rounding a base	2
Total Skill Test Points		21

<u>Points</u>	<u>to</u>	<u>Grade Conversion</u>
40 - 45	A	
35 - 39	B	
25 - 34	C	
20 - 24	D	
19 or less	NC (no credit)	

Example - Sex fair grade for softball as applied to ETHS grading system:

Participation	40%	B
Effort	30%	C
Skill	20%	D
Written quiz	10%	D
Unit Grade		C

Sex Fair Grading for Swimming

Each test area is scored from 0 to 3 points.

BEGINNER SKILLS

Example

Front float	_____	3
Float and kick	_____	3
Arms	_____	2
Arms and breathing	_____	1
Front crawl	_____	1
Back float	_____	3
Back float kick	_____	2
Tread water 30 seconds	_____	2
Swim 25 yards - front crawl	_____	1
Jump/dive	_____	2
Total	_____	<u>20</u>

Points to Grade Conversion

26 - 30	A
22 - 27	B
17 - 21	C
13 - 16	D
13 or less	NC (no credit)

Example as applied to ETHS grading system:

Participation	50%	A
Effort	30%	A
Skill	20%	C

Unit Grade A-

INTERMEDIATE SKILLS

Example

Crawl:	Kick	_____	2
	Stroke	_____	3
	Breathing	_____	2
Backstroke:	Kick	_____	3
	Stroke	_____	3
Breaststroke:	Kick	_____	2
	Stroke	_____	2
Sidestroke:	Kick	_____	3
	Stroke	_____	3
Dive:		_____	2
Total		_____	<u>25</u>

Points to Grade Conversion

26 - 30	A
22 - 27	B
17 - 21	C
13 - 16	D
12 or less	NC (no credit)

Example as applied to ETHS grading system:

Participation	50%	B
Effort	30%	A
Skills	20%	<u>B</u>
Unit Grade		B

Sex Fair Grading for Volleyball

Each area of evaluation is scored from 0 to 3 points.

		Example
Serve:	Successful serves (3 tries) _____	2
	Toss _____	2
	Strike _____	3
	Follow-through _____	2
Bump:	Successful bumps (3 tries) _____	2
	Legs _____	3
	Arms _____	2
	Hands _____	2
Overhead Set:	Successful sets (3 tries) _____	3
	Legs _____	3
	Arms _____	2
	Hands _____	2
Total Skill Test Points		28

<u>Points</u>	<u>to Grade Conversion</u>
30 - 36	A
24 - 29	B
17 - 23	C
14 - 17	D
13 and less	NC (no credit)

Example as applied to ETHS grading system:

Participation	40%	A
Effort	30%	A
Skill	20%	B
Written Test	10%	B

Unit Grade		A-

Applicability of evaluative procedure outlined to a variety of grading systems

From examining grading standards of several high schools all systems seem to have in common the following areas: participation, attitude, skill improvement, performance, and knowledge. These areas are defined in terms of percentage or a variety of points.

The example of badminton will be used as the evaluative subject in demonstrating the procedures' adaptability in a variety of grade point systems.

Each area of evaluation is scored from 0 to 3 points.

Serve:		Example
Short - Grip	_____	3
Rackethead	_____	2
Contact point	_____	3
Feet	_____	2
Follow through	_____	3
Long - Grip	_____	3
Rackethead	_____	2
Contact point	_____	3
Feet	_____	2
Follow through	_____	3
Overhead Clear:		
Racket position	_____	2
Body position	_____	2
Contact point	_____	3
Follow through	_____	3
Smash:		
Racket position	_____	3
Body position	_____	3
Contact point	_____	3
Follow through	_____	3
Drop:		
Racket position	_____	3
Body position	_____	3
Contact point	_____	3
Follow through	_____	3
Total Skill Test Points	_____	60

Points to Grade Conversion

65 - 72	A	40 - 55	C
56 - 64	B	25 - 39	D
		24 and less	NC (no credit)

NEW TRIER WEST PHYSICAL EDUCATION DEPARTMENT GRADING SCALE

CRITERIA	TOTALS 3-4 weeks	TOTALS 5-6 weeks	SCALE	GRADE INTERPRETATION: Numerical to Letter Grade
1. <u>Unauthorized Absences</u>	0 1 - 2 3+	0 1 - 2 3+	2 ① 0	14 - 15 = A
2. <u>Tardies/Lack of Uniform</u>	0 - 3 4+	0 - 3 4+	① 0	12 - 13 = B
				10 - 11 = C
3. <u>Participation:</u> Active	1 - 2	1 - 3	4	
daily participation and	3 - 4	4 - 6	③	
Medical observers and	5 - 6	7 - 9	2	8 - 9 = D
Exclusion	7 - 8	10 - 12	0	
	9+	13+	0	7 - 0 = F
4. <u>Improvement and Per-</u>			4	
<u>formance:</u> Skill Improve -			3	
ment; degree of applica-			②	Unit Grade of C
tion; knowledge of			1	
routines, sportsmanship, cooperative attitude.			0	
5. <u>Skill:</u> Correct movement			4	
patterns and rule applica-			③	
tion.			2	
			1	
			0	
				10 points

Total Skill Test Points - 60

Points to Point Conversion for New Trier West High School

65 - 72	4
*56 - 64	3
40 - 55	2
25 - 39	1
28 or less	0

*Refer to Sex Fair Grading for Badminton Page 10

GLENBARD SOUTH HIGH SCHOOL PHYSICAL EDUCATION GRADING SCALE *Footnote

<u>Grading</u>	<u>Example</u>
*Skill 40% (improvement and skill	B+
Knowledge 20% (Written examination)	A
Attitude and Participation 40% (Daily performance)	C
Unit Grade	<u>B</u>

BUFFALO GROVE HIGH SCHOOL PHYSICAL EDUCATION GRADING SCALE *Footnote

Grading for a nine week period:

Dress and Participation - up to 450 points	410
Written Tests - up to 40 points	42
*Skill tests - up to 100 points	B = 88 (B = 1/6 of 525 points)
Final points up to 600	<u>540</u>

Point Conversion to Letter Grade

549 - 600	A
**497 - 548	B
430 - 496	C
379 - 429	D
378 or less	F
Unit Grade	<u>B</u>

*Refer to Sex Fair Grading for Badminton Page 10

**Refer to Sex Fair Grading for Badminton Page 10

Documentation to Substantiate the Validity of the Approach

Examination of curricula in a variety of high schools from Indiana, Wisconsin and Illinois has shown that the majority of schools has set goals and objectives that can be achieved by all students. In some cases a check-off system is used but other schools assign point values to their performance tests which are used in computing the final grade. In all curricula reviewed there was no differentiation made for boys or girls.

In addition, information gathered at state and local IAHPER meetings and meetings of physical education department chairpersons substantiate the approach used in this paper. Most teachers use this approach in practice although it is not in specific written form. School curriculum guides refer to this approach but in such general terms that the step by step procedure is not clear.

Resources for fair sex performance valuation

At this present time resources in this area are limited. An ERIC search for references related to evaluation methodology in physical education classes done by Dr. James LaPoint yielded only ten current books touching on this area. Among the dissertation abstracts there was nothing. A personal review of the AAHPERD publications yielded a few general statements but nothing that could be applied directly by the practitioners in evaluating sex fair performance. In our judgment, the best resources at this time are other high schools who have exemplary programs of physical education. A few of these schools have been identified by NASPE's Secondary School Physical Education Council's committee on Student Evaluation in Secondary Physical Education. This committee is drawing together material from outstanding schools over the country for an AAHPERD publication on student evaluation.

It appears at this time that there is a void in both practical techniques and research in the evaluation of performance.

The books and publications from the ERIC search pertaining to this topic are listed on page 18 for your information.

Evaluation and Grading

Activity Unit - 4½ weeks in length.

The grade for each activity unit in Physical Education will be based on:

1 - Participation	40% to 60%	<u>For units with no written measure</u>	
2 - Effort and attitude	20% to 30%	1 - Participation	50%
3 - Skill	20% to 10%	2 - Effort	30%
4 - Written	20% to 10%	3 - Skill	20%

Participation - defined as being dressed in the proper uniform and participating everyday. Absences and zeros given for improper dress or refusal to enter into activity count as non-participation.

Excused absences may be made up - zeros and unexcused absences may not.

Example for a unit of 20 days:

A = 90% (20 - 18 days or 0-2 days of non-participation)
B = 80% (17 - 16 days of 3-4 days of ")
C = 70% (15 - 14 days of 5-6 days of ")
D = 60% (13 - 12 days of 7-8 days of ")
NC = more than 8 days of non-participation

Effort and attitude - based on willingness, enthusiasm, hard work, sportsmanship, leadership cooperativeness, being on time, completing class projects, and fulfilling other class requirements.

Written Work - based on knowledge of rules, techniques, officiating and strategies of each activity.

Skill - based on improvement and the level of technique and performance, evaluated through game play, specific skill tests and creativity of projects.

A student may make up excused absences as stated in school policy utilizing one of the following three options:

1. Make up within one of the teacher's other classes, or another teacher's class with that teacher's permission.
2. Make up during intramurals.
3. Special make up session before school.

The activity teacher will inform the class during the first days of class the criteria on which grades will be based. Students will be informed as to how they will be evaluated for the unit. At the end of the unit students will be notified of the grade they have earned. The activity teacher submits the record of the classes' participation, attendance and grades to the master teacher. The activity teacher will also give written notification of unit failure to the counselor and parent.

Semester - the semester grade is based on the average of the four activity units. Students must pass three out of the four activity units to earn semester credit. ***** The master teacher is responsible for averaging the four unit grades submitted by the activity teacher.

GLENBARD SOUTH HIGH SCHOOL
PHYSICAL EDUCATION DEPARTMENT

Grading

In order to standardize grading in the physical education department, the grade has been divided into three categories:

1. Skill - 40% of total grade

The skills segment of the student's grade will be determined by the student's actual physical ability to perform the skills needed in order to participate satisfactorily in the activities being studied. Improvement is taken into consideration when grading for skill. The grade may be arrived at objectively with a standard skill test or the grade may be given subjectively if skill tests for the activity are not available or practical.

2. Knowledge - 20% of total grade

The knowledge segment of the grade will be determined by a written examination at the end of each activity unit. The test will include questions covering history, rules, fundamentals and strategy. Materials will be available in the school library and the physical education offices for reference work and study.

3. Attitude and participation - 40% of total grade

The attitude and participation segment of the grade will be determined by the students daily performance in class. A point system is used to keep a record of the daily work. A student receives 5 points for each day of unit where he/she has demonstrated a positive approach to all aspects of the class. Points may be taken away on a daily basis for such things as: tardiness to class, an incomplete uniform, wearing jewelry to class, abusive use of rental system, dirty uniform on Monday, poor sportsmanship, abusive language, insubordination, failure to respect school property or the property and rights of others, poor or non-participation.

BUFFALO GROVE HIGH SCHOOL
PHYSICAL EDUCATION DEPARTMENT

Grading

The emphasis at Buffalo Grove is on dress and participation. The majority of our students receive A's or B's in physical education. Students receive 10 points per day if they dress and participate in activity. If students are disruptive or refuse to participate in activity (this includes warm-up activities) they are asked to sit out and receive a zero. In a nine-week quarter 450 points are awarded for dress and participation. In addition 50 points are given for written tests and 100 points for skill tests. This makes a total of 600 points per quarter. All instructors use this system in their physical education classes. Letter grades are not given until the end of the quarter.

600 - 549 = A
548 - 497 = B
496 - 430 = C
429 - 379 = D
378 and below = F

We feel that this is an extremely liberal grading scale and we may raise our minimum requirements in the years to come; however, we all agree that we like the point system.

ERIC Search - Evaluation Methodology in Physical Education Classes

Grading and Student Evaluations

ED 036 261 , 1970

Determination of Evaluative Devices for adequate Assessment of Levels of Competence in Certain Physical Education Activities. Final Report

ED 047 338 , 1971

Practical Measurements for Evaluation in Physical Education

ED 048 380 , 1971

Toward Excellence in Teaching: Grading Practices.

ED 061 264 , 1972

Guidelines for Secondary School Physical Education. A Position Paper.

ED 080 475 , 1973

Another Step Toward Accountability. Measurable Institutional Objectives 1972-73; Objectives and Achievements.

ED 069 269 , 1973

Nonpunitive Grading Practices and Policies

ED 088 549 , 1974

Physical Education (SKILL) Performance Objectives, Elementary and Secondary.

ED 096 281 , 1975

Evaluation: Improving Learner Performance

ED 148 812 , 1978

AAHPERD Publications

Physical Education for High School Students

(245-25114)

Guidelines For Secondary School Physical Education

(245-26520)

Knowledge and Understanding in Physical Education

(245-08040)

Proficiency Testing in Physical Education

(245-25558)